

## Jackson School

1109 Campbell Street  
Camden, South Carolina 29020

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 446 Students           |              |
| <b>Principal</b>      | Theodore Jackson       | 803-425-8965 |
| <b>Superintendent</b> | Herbert M. Berg, Ed.D. | 803-432-8416 |
| <b>Board Chair</b>    | Dana A. Morris         | 803-432-4391 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 19   | 57      | 24            | 1              |

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Good                   | Good                      | N/A                             |
| <b>2003</b> | Average                | Unsatisfactory            | Yes                             |
| <b>2004</b> | Average                | Unsatisfactory            | Yes                             |
| <b>2005</b> | Average                | Below Average             | Yes                             |

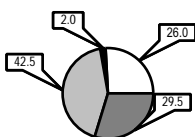
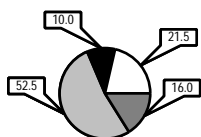
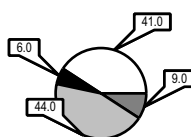
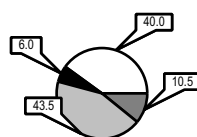
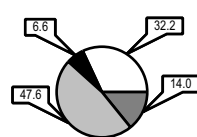
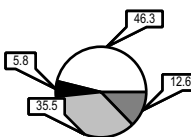
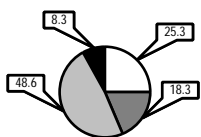
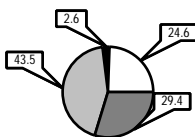
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 216   | 99.1            | 25.3                 | 42.9           | 29.8                | 2.0               | 42.4  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 120   | 98.3            | 26.9                 | 43.5           | 28.7                | 0.9               | 39.8  |                                      |  |
| Female   | 96  | 100.0           | 23.3                 | 42.2           | 31.1                | 3.3               | 45.6  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 81  | 100.0           | 13.3                 | 42.7           | 41.3                | 2.7               | 56.0  | Yes                                  | Yes                                    |
| African American   | 125   | 98.4            | 33.9                 | 42.6           | 21.7                | 1.7               | 33.9  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 200   | 99.0            | 22.6                 | 44.1           | 31.2                | 2.2               | 44.6  |                                      |  |
| Disabled   | 16  | 100.0           | 66.7                 | 25.0           | 8.3                 | 0.0               | 8.3   | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 216   | 99.1            | 25.3                 | 42.9           | 29.8                | 2.0               | 42.4  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 214   | 99.1            | 25.5                 | 42.9           | 29.6                | 2.0               | 42.3  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 153   | 98.7            | 31.6                 | 39.7           | 26.5                | 2.2               | 37.5  | Yes                                  | Yes                                    |
| Full-pay meals   | 63  | 100.0           | 11.3                 | 50.0           | 37.1                | 1.6               | 53.2  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 216 | 100.0 | 21.5 | 52.5 | 16.0 | 10.0 | 48.0 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 120 | 100.0 | 25.5 | 51.8 | 13.6 | 9.1  | 42.7 |     |     |
| Female   | 96  | 100.0 | 16.7 | 53.3 | 18.9 | 11.1 | 54.4 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 81  | 100.0 | 9.3  | 48.0 | 24.0 | 18.7 | 65.3 | Yes | Yes |
| African American   | 125 | 100.0 | 29.9 | 53.8 | 12.0 | 4.3  | 38.5 | Yes | Yes |
| Asian/Pacific Islander                                   | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 200 | 100.0 | 19.7 | 52.7 | 17.0 | 10.6 | 50.5 |     |     |
| Disabled   | 16  | 100.0 | 50.0 | 50.0 | 0.0  | 0.0  | 8.3  | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 216 | 100.0 | 21.5 | 52.5 | 16.0 | 10.0 | 48.0 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 214 | 100.0 | 21.7 | 52.0 | 16.2 | 10.1 | 48.5 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 153 | 100.0 | 28.3 | 53.6 | 11.6 | 6.5  | 39.1 | Yes | Yes |
| Full-pay meals   | 63  | 100.0 | 6.5  | 50.0 | 25.8 | 17.7 | 67.7 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 216   | 99.5            | 41.0                 | 44.0           | 9.0                 | 6.0               | 15.0                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 120   | 99.2            | 43.6                 | 39.1           | 10.0                | 7.3               | 17.3                                 |
| Female                         | 96  | 100.0           | 37.8                 | 50.0           | 7.8                 | 4.4               | 12.2                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 81  | 100.0           | 20.0                 | 53.3           | 14.7                | 12.0              | 26.7                                 |
| African American               | 125   | 99.2            | 53.0                 | 38.5           | 6.0                 | 2.6               | 8.5                                  |
| Asian/Pacific Islander         | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 200   | 99.5            | 37.8                 | 46.3           | 9.6                 | 6.4               | 16.0                                 |
| Disabled                       | 16  | 100.0           | 91.7                 | 8.3            | 0.0                 | 0.0               | 0.0                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 216   | 99.5            | 41.0                 | 44.0           | 9.0                 | 6.0               | 15.0                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 2   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 214   | 99.5            | 40.9                 | 43.9           | 9.1                 | 6.1               | 15.2                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 153   | 99.4            | 49.3                 | 39.9           | 6.5                 | 4.3               | 10.9                                 |
| Full-pay meals                 | 63  | 100.0           | 22.6                 | 53.2           | 14.5                | 9.7               | 24.2                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 216 | 100.0 | 40.0 | 43.5 | 10.5 | 6.0  | 16.5 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 120 | 100.0 | 43.6 | 38.2 | 10.0 | 8.2  | 18.2 |
| Female                         | 96  | 100.0 | 35.6 | 50.0 | 11.1 | 3.3  | 14.4 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 81  | 100.0 | 21.3 | 53.3 | 13.3 | 12.0 | 25.3 |
| African American               | 125 | 100.0 | 51.3 | 37.6 | 8.5  | 2.6  | 11.1 |
| Asian/Pacific Islander         | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 200 | 100.0 | 37.2 | 45.2 | 11.2 | 6.4  | 17.6 |
| Disabled                       | 16  | 100.0 | 83.3 | 16.7 | 0.0  | 0.0  | 0.0  |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 216 | 100.0 | 40.0 | 43.5 | 10.5 | 6.0  | 16.5 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 2   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 214 | 100.0 | 39.9 | 43.9 | 10.1 | 6.1  | 16.2 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 153 | 100.0 | 50.7 | 37.0 | 9.4  | 2.9  | 12.3 |
| Full-pay meals                 | 63  | 100.0 | 16.1 | 58.1 | 12.9 | 12.9 | 25.8 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     | 71   | 100.0    | 19.1          | 35.3    | 41.2         | 4.4        | 45.6                         |
|                              | 4     | 77   | 98.7     | 18.4          | 48.7    | 32.9         | N/A        | 32.9                         |
|                              | 5     | 89   | 98.9     | 33.0          | 46.6    | 19.3         | 1.1        | 20.5                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>2005</b>                  | 3     | 71   | 98.6     | 19.1          | 39.7    | 36.8         | 4.4        | 41.2                         |
|                              | 4     | 66   | 98.5     | 32.1          | 39.3    | 28.6         | 0.0        | 28.6                         |
|                              | 5     | 79   | 100.0    | 26.0          | 47.9    | 24.7         | 1.4        | 26.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     | 71   | 100.0    | 33.8          | 44.1    | 16.2         | 5.9        | 22.1                         |
|                              | 4     | 77   | 98.7     | 22.4          | 38.2    | 27.6         | 11.8       | 39.5                         |
|                              | 5     | 89   | 98.9     | 28.4          | 45.5    | 20.5         | 5.7        | 26.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>2005</b>                  | 3     | 71   | 100.0    | 26.1          | 60.9    | 10.1         | 2.9        | 13.0                         |
|                              | 4     | 66   | 100.0    | 19.3          | 50.9    | 19.3         | 10.5       | 29.8                         |
|                              | 5     | 79   | 100.0    | 19.2          | 45.2    | 19.2         | 16.4       | 35.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| <b>2005</b>                  | 3     | 71   | 100.0    | 46.4          | 49.3    | 2.9          | 1.4        | 4.3                          |
|                              | 4     | 66   | 100.0    | 38.6          | 38.6    | 17.5         | 5.3        | 22.8                         |
|                              | 5     | 79   | 98.7     | 38.4          | 42.5    | 8.2          | 11.0       | 19.2                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| <b>2004</b>                  | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| <b>2005</b>                  | 3     | 71   | 100.0    | 53.6          | 36.2    | 8.7          | 1.4        | 10.1                         |
|                              | 4     | 66   | 100.0    | 33.3          | 54.4    | 7.0          | 5.3        | 12.3                         |
|                              | 5     | 79   | 100.0    | 31.5          | 42.5    | 15.1         | 11.0       | 26.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

## SCHOOL PROFILE

|   | Our School             | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|-----------------------|--|--------------------------|
| <b>Students (n= 446)</b>  |                        |                       |  |                          |
| First graders who attended full-day kindergarten                                | 100.0%                 | No change             | 100.0%                                     | 100.0%                   |
| Retention rate  | 2.8%                   | No change             | 3.5%                                       | 3.0%                     |
| Attendance rate   | 96.2%                  | Up from 96.1%         | 96.0%                                      | 96.3%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 1.4%                   | Up from 0.0%          | 4.1%                                       | 3.7%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.5%                   | Up from 0.0%          | 3.6%                                       | 3.2%                     |
| Eligible for gifted and talented  | 0.0%                   | Down from 19.4%       | 9.3%                                       | 12.0%                    |
| On academic plans   | N/AV                   | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV                   | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 0.2%                   | Down from 5.6%        | 9.0%                                       | 8.2%                     |
| Older than usual for grade  | 0.0%                   | Down from 0.9%        | 1.2%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | No change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n= 28)</b>   |                        |                       |  |                          |
| Teachers with advanced degrees  | 67.9%                  | Up from 64.0%         | 48.1%                                      | 52.6%                    |
| Continuing contract teachers  | 75.0%                  | Down from 80.0%       | 83.6%                                      | 83.3%                    |
| Highly qualified teachers   | 96.4%                  | Up from 96.0%         | 94.5%                                      | 93.5%                    |
| Teachers with emergency or provisional certificates                             | 0.0%                   | No change             | 1.9%                                       | 0.0%                     |
| Teachers returning from previous year   | 82.7%                  | Down from 83.7%       | 86.3%                                      | 87.0%                    |
| Teacher attendance rate   | 90.7%                  | Down from 92.9%       | 94.8%                                      | 95.0%                    |
| Average teacher salary  | \$42,375               | Up 2.3%               | \$41,082                                   | \$41,703                 |
| Prof. development days/teacher  | 7.4 days               | Up from 5.0 days      | 13.4 days                                  | 12.8 days                |
| <b>School</b>   |                        |                       |  |                          |
| Principal's years at school   | 2.0                    | Up from 1.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects  | 19.8 to 1              | Down from 23.4 to 1   | 18.5 to 1                                  | 18.8 to 1                |
| Prime instructional time  | 84.6%                  | Down from 87.4%       | 89.2%                                      | 89.8%                    |
| Dollars spent per pupil*  | \$5,668                | Down 7.0%             | \$6,303                                    | \$6,242                  |
| Percent of expenditures for teacher salaries*                                   | 66.5%                  | Down from 67.6%       | 64.2%                                      | 65.8%                    |
| Opportunities in the arts   | Good                   | No change             | Good                                       | Good                     |
| Parents attending conferences   | 99.2%                  | Up from 99.0%         | 99.0%                                      | 99.0%                    |
| SACS accreditation  | Yes                    | No change             | Yes  | Yes                      |
| Character development program   | Excellent              | Up from Average       | Good                                       | Good                     |
| * Prior year audited financial data are reported.                               |                        |                       |  |                          |
|   | <b>Our District</b>    |                       | <b>State</b>                               |                          |
| Highly qualified teachers in low poverty schools                                | 94.7%                  |                       | 89.4%                                      |                          |
| Highly qualified teachers in high poverty schools                               | 100.0%                 |                       | 90.1%                                      |                          |
|   | <b>State Objective</b> |                       | <b>Met State Objective</b>                 |                          |
| Highly qualified teachers in this school  | 65.0%                  |                       | Yes  |                          |
| Student attendance in this school   | 95.3%                  |                       | Yes  |                          |

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Sailing into New Adventures" has continued to embody the success and spirit of Jackson Elementary School during the 2004-2005 school year! Jackson School's partnership with parents and community was highlighted this year through groundbreaking programs such as Parent University and Family Reading Night. Parent University is an opportunity for parents and teachers to discuss the learning process to better address student needs. The Family Reading Night program encourages parents and children to take time out to read together. While our students continue to improve each year, we are always striving to have more students score proficient and advanced on the PACT test.

Jackson School's accomplishments over the past year have not only benefited our students, but they have gained community attention as well. The City of Camden recently awarded Jackson School's PTO a grant of \$2,000 for the purchase of library books. The local Wal-Mart also made a \$500 donation to the school in recognition of Grandparents' Day. In addition, several community members serve as dedicated volunteers at Jackson. These dedicated individuals have become partners in our goal to encourage the natural curiosity of students and foster lifelong learning which is integral to student success.

Faculty members of Jackson School maintain extraordinary performance in the classroom which has led to several notable awards. Mrs. Audrey Burroughs received the Jackson School Teacher of the Year recognition and was also a District Honor Roll Teacher. Mrs. Kimberly Parker won a \$1,000 award as Wal-Mart Teacher of the Year. Mrs. Lindsey Miles was awarded Jackson School Reading Teacher of the Year. The school also renewed its 5-year accreditation with the Southern Association of Schools and Colleges.

Several faculty members have been actively involved in implementing more effective teaching strategies through activities and workshops, obtaining advanced degrees, and attending conferences to bring new ideas into the classroom. With the collaborative efforts of all, we will bring success to our students while "Sailing into New Adventures."

Theodore Jackson, principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 30       | 72        | 23       |
| Percent satisfied with learning environment            | 83.3%    | 84.7%     | 60.9%    |
| Percent satisfied with social and physical environment | 86.7%    | 84.7%     | 68.2%    |
| Percent satisfied with school-home relations           | 83.3%    | 85.9%     | 73.9%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.